

## Promoting Equality at Kobi Nazrul Primary School

Updated July 2018



The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that it is unlawful for schools to discriminate against children and staff, or treat them less favourably, because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

We strive to comply with the 'Public Sector Equality Duty'. This requires us to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

Information about how we do this is outlined in our Equalities Policy. We are also publishing an Equalities Action Plan below which contains specific objectives to further advance our compliance with the Equality Duty on the school.

### **How did we devise the Equalities Action Plan?**

- Each term we undertake careful analysis of available assessment data and other evidence to identify the attainment and progress of groups of children like boys and girls, disadvantaged children, or children with a Special Educational Need or disability. This helps us ensure that we are working to achieve improved outcomes for all of our children.
- In the Autumn Term 2015, we conducted our first consultation with children (via the student and class councils), parents and carers, staff and governors to better understand the strengths of the school and how we can further reduce and remove inequalities and barriers that may exist. We held a similar consultation in February 2017 and again in the summer term 2018 to gain feedback and determine next steps. The latest review has informed our plan for 2018-19.

# Review of Equalities Plan 2017/18

Link to Equality Duty	Objective and Success Criteria	Target group	Actions	Who is responsible?	Date to and from
1, 2, and 3	<p><b>Members of the school community better understand the needs of children with Special Educational Needs and Disabilities and English as an Additional Language</b></p> <ul style="list-style-type: none"> <li>○ All children's needs are met in school through early identification and provision</li> <li>○ Termly assessment data shows that children make expected or better progress</li> <li>○ Parents/carers and other children understand the differing needs of identified groups</li> </ul>		<ul style="list-style-type: none"> <li>• Programme of CPD for all staff, including sessions on autism, speech and language, English as an Additional Language.</li> <li>• Parental workshops and school assemblies/class sessions from services like Phoenix Outreach (autism/social communication) and the speech and language therapy.</li> <li>• On-going specialist support for individual children and their families, e.g. Phoenix Outreach, Educational Psychologist, Advisory Teachers</li> <li>• Celebration of events like Autism Awareness Week.</li> <li>• Family Breakfasts celebrating the cultures of different communities with Kobi Nazrul School.</li> </ul>	<p>Senior Leadership Team</p> <p>Inclusion Team</p> <p>Inclusion Team</p>	<p>On-going each term</p> <p>Termly</p> <p>Targeted</p> <p>March 2018</p> <p>One for each year group through the year.</p>
2	<p><b>Attainment gaps between different groups across all subjects are narrowed, specifically:</b></p> <ul style="list-style-type: none"> <li>- boys in all subjects across the school</li> <li>- children with Special Educational Needs in all subjects.</li> <li>- more able children in all subjects.</li> <li>- 'late arrivals' and children with English as an Additional Language.</li> </ul> <ul style="list-style-type: none"> <li>○ Termly assessment data analysis shows that attainment gaps for identified groups are reducing</li> </ul>	<p>Boys</p> <p>Girls</p> <p>SEND</p>	<ul style="list-style-type: none"> <li>• Actions here are contained in subject area action plans for English, maths and Inclusion. Examples include:               <ul style="list-style-type: none"> <li>- Morning EAL group.</li> <li>- Y6 English booster with many boys</li> <li>- Pre-teaching vocabulary groups across the school</li> </ul> </li> <li>• Writing is currently a whole school focus and the school are using Talk for Writing strategies to engage boys.</li> <li>• 'Challenge for All' is another whole school focus where we are taking steps to ensure our teaching and learning meets the needs of all children.</li> <li>• Parent and child phonics sessions for KS1 pupils whose parents do not have an understanding of phonics.</li> <li>• CPD for all staff on a range of special educational needs, e.g. autism, speech and language</li> </ul>	<p>Senior Leadership Team</p> <p>Subject Leaders</p> <p>Class Teachers</p> <p>Assistant Teachers</p>	<p>On-going</p> <p>By November 2017</p> <p>By Autumn term 2017</p> <p>Through 2017-18</p>
1	<p><b>Families where individual members</b></p>		<ul style="list-style-type: none"> <li>• Continue to provide parental workshops to support families, e.g.</li> </ul>	<p>Inclusion Team</p>	<p>Termly</p>

	<p><b>have mental health and/or physical well-being needs are well supported by the school</b></p> <ul style="list-style-type: none"> <li>○ Identified families are signposted to relevant support agencies and their mental and physical well-being improves.</li> </ul>		<p>Compass Wellbeing sessions, School Nurse, Asian Women's network, Parental Engagement Team, MEND, Dementia Society, Diabetes Society.</p> <ul style="list-style-type: none"> <li>● Engagement with organisations like 'It's Your Child's Life' to provide targeted support for families.</li> </ul>	<p>Senior Leadership Team</p>	<p>November 2017</p>
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*All planned consultations went ahead and the action plan was published on the website. The objectives were also shared with parents at a coffee morning and children in assembly. Individual issues identified by parents were addressed, e.g. follow-up on medical issues.*

*In May 2018, children from across the school gave feedback through School Councillors and parents/carers gave feedback via a questionnaire.*

***Our children say:*** (May 2018)

- New arrivals from Italy need people to help with English
- Some people aren't fluent in English – they work with TAs
- The teacher might do things differently to help them e.g. chilli challenges
- If you get new children in school, they need to be treated differently to help them
- Sometimes children with disability need more support by the teachers
- We think it's good to be treated differently because some children need more support than others.
- Yes people with disabilities are treated differently because they can't do the same things as other people or might have special needs
- Yes in a good way because Cath helps me more because I'm new and at first time of Kobi I didn't know English
- Yes in a good way because some people are new to the country and they don't know English so the teacher gives them extra help to learn
- Yes because some people need extra help therefore it is fair but not equal

*(May 2018)* In answer to the questions 'Do you think the school shows a strong commitment to ensuring the equal treatment of all children?' and 'Does the curriculum positively promote equality issues?' ***our parents say:***

- Yes, because the school tries to make everyone equal
- The school treats all pupils and parents equally
- Awareness raised on equality
- They probably do, but it's not emphasised enough. Children should be made more aware of the issues
- My child seems to have an understanding of equality and believes in it strongly
- Extensive curriculum which is inclusive

***And in answer to the question:*** 'What more do you think the school should do to eliminate discrimination, advance equality of opportunity and foster good relations between different groups?' ***our parents say:***

- Maybe hold workshops for pupils and parents
- More awareness needed of differences in sexual orientation; the children know very little on the subject
- Keep trying to do their job particularly for all groups
- Ensuring equal access to opportunities to enable children to fully participate in the learning process
- Teach about equality for all further in class and assemblies
- Arrange more interaction with schools from different communities
- I think the school already does a lot to support inclusion of all groups without our community e.g. parents ESOL, parenting programmes, extra support classes for children new to the country, hosting other schools within the partnership group, e
- Focus on 'building good character' in children e.g. kindness, sharing, rather highlight differences between people at this age

## WHOLE SCHOOL AVERAGE

### PROGRESS

### PROGRESS EXPECT 3

	R	W	M	ALL	PUPILS
ALL	3.1	3.2	3.1	3.1	155
BOYS	3.2	3.2	3.2	3.2	76
GIRLS	3.0	3.1	3.1	3.1	79
PUPIL PREM	3.0	3.0	3.0	3.0	48
NON P PREM	3.2	3.2	3.2	3.2	107
SEN	2.8	2.8	2.8	2.8	21
NON SEN	3.2	3.2	3.2	3.2	115
BANGLADESHI	3.1	3.2	3.1	3.1	138
OTHER ETH	3.0	3.0	3.2	3.1	17
LATE ARRIVALS	3.4	3.3	3.4	3.4	34
ALL THROUGH	3.0	3.1	3.0	3.1	121

The whole school data shows:

- Boys' overall attainment is still lower than girls' in reading, writing and maths, but they are making accelerated progress and closing the gap in all three subjects
- Pupils supported by pupil premium have better attainment than pupils who don't
- Pupils with SEN make almost as much progress as pupils who don't have SEN, but they are starting from a lower base, and their attainment is lower; writing for pupils with SEN is a focus for this year
- Late arrivals make good progress and are closing the gap on other children

WHOLE SCHOOL % WORKING AT OR ABOVE

	R	W	M	ALL 3	PUPILS
ALL	73	72	75	67	162
BOYS	67	67	69	60	80
GIRLS	80	76	80	73	82
PUPIL PREM	79	77	77	73	48
NON P PREM	71	69	74	64	114
SEN	26	16	32	16	19
NON SEN	81	80	82	74	119
BANGLADESHI	74	72	74	56	143
OTHER ETH	65	66	80	66	19
LATE ARRIVALS	57	59	61	54	39
ALL THROUGH	78	76	79	71	123

Year 1	2016	2017	2018	Targets 2018	2018 National	2018 Local
Phonics	85%	75%	93%	87% (23/26)	83%	82%
Y2 phonics retake	100%	100%	100%	100%		

() = no. of chn

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# Equalities Plan for 2018-19

We have identified the following priorities for our current Equalities Action Plan:

Link to Equality Duty	Objective and Success Criteria	Target group	Actions	Who is responsible?	Date to and from
1, 2, and 3	<p><b>The curriculum is inclusive of all pupils and deepens their understanding of protected groups</b></p> <ul style="list-style-type: none"> <li>○ Children demonstrate inclusivity in their work and play</li> <li>○ Pupil voice shows that all children feel they can access the curriculum and feel they make good progress in their learning</li> <li>○ Children demonstrate that they have an increased understanding of others' needs. For example, they know that sometimes we have to treat others differently to be fair and inclusive</li> <li>○</li> </ul>		<ul style="list-style-type: none"> <li>• Staff give children opportunities to develop their independence through:               <ul style="list-style-type: none"> <li>- Choice of presentation of work</li> <li>- Negotiating learning throughout units of work</li> <li>- Developing the depth of the curriculum to give children a greater understanding of the world</li> </ul> </li> <li>• Clear planning with AWA to decrease the amount of persistent absentees so some of our most vulnerable children are having access to the full broad and balanced curriculum that is on offer</li> <li>• Staff will investigate the changes to the PSHE curriculum to be prepared for its statutory implementation in September 2020</li> <li>• Investigate writing / SEND children to identify where the curriculum may be appropriately differentiated or intervention implemented</li> <li>• Whole school curriculum planning to support children's understanding of discrimination, stereotypes and to develop their problem solving skills when facing such issues. This may include:               <ul style="list-style-type: none"> <li>- Equalities workshops (rethink)</li> <li>- Anti-bullying week whole school planning and activities</li> <li>- Induction planning in the EYFS encourages children regardless of gender to access all areas and resources within the curriculum offer</li> </ul> </li> </ul>	<p>Senior Leadership Team Leadership and Management</p> <p>Inclusion Team</p>	<p>On-going each term Termly</p> <p>Termly Medium Term Planning</p> <p>July 2019 One for each year group through the year.</p>
2	<p><b>Attainment gaps between boys and girls across all subjects continues to narrow</b></p> <ul style="list-style-type: none"> <li>○ Termly assessment data analysis shows that attainment gaps for</li> </ul>	<p>Boys Girls</p>	<ul style="list-style-type: none"> <li>• Actions here are contained in subject area action plans for English, maths and Inclusion. Examples include:               <ul style="list-style-type: none"> <li>- Follow up actions from the line of inquiry around boys / girls reading</li> <li>- Y6 English booster with many boys where identified through pupil progress</li> <li>- Targeted discussions during pupil progress meetings where there</li> </ul> </li> </ul>	<p>Senior Leadership Team</p> <p>Subject Leaders Class Teachers Assistant Teachers</p>	<p>On-going</p> <p>Termly</p>

	<p>identified groups are reducing</p> <ul style="list-style-type: none"> <li>○ Observation shows engagement in lessons between girls and boys is equal</li> </ul>	SEND	<p>is an identified significant gap between girls and boys</p> <ul style="list-style-type: none"> <li>• During Medium Term Planning, review units to ensure the curriculum and its resources are appealing for all</li> <li>• Where there is a significant gap between girls and boys attainment, interrogate data to identify whether there are any other factors involved and action plan appropriately</li> </ul>		<p>Termly</p> <p>By December 2018</p>
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## Summary of comments from Parents and Carers – May 2018

222 questionnaires circulated. 31 returned

### **1. Do you feel that you or your child have been excluded from any aspects of school life as a result of the protected characteristics above?**

31 parents answered No and some made these additional comments:

- No experience of exclusion (Waqeea and Masooma)
- I have never felt this way.
- Because she tries to contribute to the learning and tries her best (Arafat and Khadijah)

### **2. Are the school facilities as equally accessible to you as they are for others?**

31 parents answered Yes and some made these additional comments:

- They treat all children the same and give help and support when needed (Alayna)
- But I think more facilities are needed like space, new toys, books, resources in the classroom
- Classroom and other things need kept clean and tidy for childrens and adults safety (Abdullah Q)
- I believe it is equal (Waqeea and Masooma)
- Wheelchair accessible
- Easy to get around school

### **3. Do you think the school shows a strong commitment to ensuring the equal treatment of all children?**

31 parents answered Yes and some made these additional comments:

- Because the school tries to make everyone equal (Arafat and Khadijah)
- The school treats all pupils and parents equally (Waqeea and Masooma)
- Awareness raised on equality

### **4. Does the curriculum positively promote equality issues?**

25 parents answered Yes and some made these additional comments:

- They probably do, but it's not emphasised enough. Children should be made more aware of the issues (Sajed)
- My child seems to have an understanding of equality and believes in it strongly (Waqeea and Masooma)
- Extensive curriculum which is inclusive

1 set of parents said they were not sure

4 set of parents didn't answer Yes or No

### **5. Have you personally experienced any form of discrimination at school?**

30 parents answered No and made these extra comments:

It has happened in the past (year 1-2) but not anymore

No discrimination experienced

Because everyone plays with Khadijah (Arafat and Khadijah)

1 parent answered Yes but made no additional comment (Maryam B)

**6. If applicable, has the school taken steps to ensure that your needs are met?**

17 parents said Yes and added the additional comment:

- When needed so, the school tries its best to ensure needs are met (Waqeea and Masooma)
- Yes as my child was behind in education and now keen to learn more (Alayna)
- School can provide sunhats in the sand area. Sometimes students shirt or jumper sleeves says wet, it would be good if the teachers can pay more attention to that
- Because teachers try their best to stop the issues (Arafat and Khadijah)

14 parents said No or N/A and one said Not Sure.

**7. What more do you think the school should do to eliminate discrimination, advance equality of opportunity and foster good relations between different groups?**

Comments received:

- Maybe hold workshops for pupils and parents (Waqeea and Masooma)
- More awareness needed of differences in sexual orientation; the children know very little on the subject
- Keep trying to do their job particularly for all groups (Shafayet and Shafqat)
- Basically, school is doing a very good job. Just need to keep doing it to prove their efficiency (Shafayet and Shafqat)
- Treating all children fairly.
- Ensuring equal access to opportunities to enable children to fully participate in the learning process
- All staff should have smile on their face. Greet parents children (Abdullah Q)
- They should give them a chance if they are still bad talk to them but not hurt their feelings (Arafat and Khadijah)
- Meetings, projects, assemblies, newsletter
- Teach about equality for all further in class and assemblies
- Arrange more interaction with schools from different communities (Nura and Sara)
- School is already doing OK
- I think the school already does a lot to support inclusion of all groups without our community e.g. parents ESOL, parenting programmes, extra support classes for children new to the country, hosting other schools within the partnership group, etc. (Amaanah and Raadiya)

- Focus on 'building good character' in children e.g. kindness, sharing, rather highlight differences between people at this age (Uthmaan)

## Summary of comments collected by School Councillors about equality in school

May 2018

Year group	Comment
<b>Are any children or groups of children treated differently by the teachers?</b>	
Year 2	No
Year 3	<ul style="list-style-type: none"> <li>• New arrivals from Italy need people to help with English</li> <li>• Some people aren't fluent in English – they work with TAs</li> <li>• The teacher might do things differently to help them e.g. chilli challenges</li> <li>• Some children need help with their reading e.g. reading partners</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• If you get new children in school, they need to be treated differently to help0 them</li> <li>• Some people do harder or easier work</li> <li>• Some people do phonics in playtime</li> <li>• Yes, for example short people wouldn't be put at back on line on a trip</li> <li>• Children have to take headscarves off in PE even if they don't like to</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Sometimes when the teachers make children in trouble for no reason they will feel unhappy and uncomfortable.</li> <li>• Sometimes children with disability need more support by the teachers</li> <li>• We think it's good to be treated differently because some children need more support than others.</li> <li>• New children who don't understand English are helped by the teachers</li> <li>• Sometimes smarter children are given harder work than others</li> <li>• Sometimes when children that can't speak English get more of the teacher's time</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Yes because people are still learning English and I get that but it is stopping other people learning. I think to solve this, the class they're in should have an extra adult to support them (Asif)</li> <li>• Yes because they may not understand or aren't able to speak English e.g. Tanvir might not understand questions and there are many more children in school (Yunus)</li> <li>• Yes people with disabilities are treated differently because they can't do the same things as other people or might have special needs</li> <li>• Yes in a good way because Cath helps me more because I'm new and at first time</li> </ul>

	<p>of Kobi I didn't know English (Tanvir)</p> <ul style="list-style-type: none"> <li>• Yes because if it was s disabled person you would not just say run like the normal person while the person is in a wheelchair (Tahmid)</li> <li>• Yes in a good way because some people are new to the country and they don't know English so the teacher gives them extra help to learn (Zayd)</li> <li>• Yes people who need extra help</li> <li>• Yes (Wasilah and Shuhenaz)</li> <li>• No but if there is someone with a disability, then the teacher has to accept and if they have to move someone they move them (Tara)</li> <li>• No (Amrita)</li> <li>• Yes because if they have disabilities with thinking or speaking for example Rahma, they need more help than others (Lisa)</li> <li>• Yes people from different countries get treated different because they speak different languages</li> <li>• Yes because some people need extra help therefore it is fair but not equal (Wasim)</li> <li>• Some people, like disabled people (Naeem)</li> <li>• People are never treated the same as other people for example Rahma last year wasn't treated the same as others</li> <li>• Yes because if someone struggles or doesn't understand something the teacher might put them closer to them (Rumaysa)</li> <li>• Yes because if a specific child needs more help than another child who understands the subject and doesn't need help, the teacher would help the child who needs help (Zara and Janeeta)</li> <li>• Yes (Abdullah)</li> <li>• Yes people with disabilities and if they're popular (Saamiyah and Ferdous)</li> <li>• The school could help all children by treating disabled/autistic people in a way that is equal/fair (Tanvir)</li> <li>• People with special needs, people who think differently, younger people (Masooma and Safa)</li> </ul>
School Council	<ul style="list-style-type: none"> <li>• People who understand/don't understand – more time to do their work</li> <li>• Easier work for children who don't have much English</li> <li>• Extra work with TA</li> </ul>
<b>Do you think that the school does the best that it can to help all children?</b>	
Year 2	<ul style="list-style-type: none"> <li>• Yes, if you don't understand learning, it is explained</li> <li>• We do sports, we give money to charity</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Yes – teachers are experienced workers to help children and they get better at learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Yes – if we don't understand, they teach us until we do</li> <li>• Yes – when I find it hard I can tell my teacher</li> <li>• No – at playtime I sometimes feel left out</li> <li>• Yes the adults want the best for us</li> <li>• Sometimes – if there is a fight, MMS don't always sort it</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Sometimes – issue in playground wasn't sorted out</li> <li>• Yes – when Rahma was here, she got lots of help and assistance</li> <li>• They do their best – they don't always do things for us – that helps us to learn to be independent</li> <li>• If we find learning hard, they get to do groups to help them get better</li> <li>• People who speak other languages get support</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• People have disabilities and asthma</li> <li>• If you are going to the beach and your parents can't afford the money</li> <li>• People with disabilities missing out to go to the beach</li> <li>• They help because when the children get hurt they treat you and they care for you.</li> <li>• We agree with this statement because some people need medication and the office is full of the medication they need</li> <li>• Every time we go to the beach everyone is invited whether their parents come or not</li> <li>• On Funday, if your parents don't come, teachers to their best to make us have fun</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• No because breakfast club is mostly just sitting at computers which is hurting our eyes and effecting our health. I think the club should do more physical activities (Asif)</li> <li>• Kind of because new children always get to do things that everyone else can't. Another reason is that not everyone is noticed (Yunus)</li> <li>• Yes because the people who have a disadvantage of thing are treated differently by the teachers so it is fair and right</li> <li>• Yes because in the playground there are lots of ladies to help us if somebody gets injured they will take care of them (Tanvir)</li> <li>• Yes because Rahma was treated fairly (Tahmid)</li> <li>• Yes because it makes sure who's in the building and who's not by using sign-in sheets.</li> <li>• Yes because teachers help all children if they need it</li> <li>• Yes (Wasilah and Shuhenaz)</li> <li>• Yes because they provide us with what we need to example water bottles and allows us to use stationery and more! (Tara)</li> </ul>

	<ul style="list-style-type: none"> <li>• Yes because everyone is treated well and they compromise the rules to fit the needs of the person (Amrita)</li> <li>• I think if they can because the people who need help they do the best they can and try their best (Lisa)</li> <li>• Yes everyone gets treated fairly in the playground and in class.</li> <li>• Yes because it has days to help all children even autistic children such as '@Autism Awareness day' (Wasim)</li> <li>• I think the school does the best it can (Naeem)</li> <li>• The school always does the best it can to help people</li> <li>• Yes because everyone is happy (Rumaysa)</li> <li>• Most of the time (Abdullah)</li> <li>• Yes because the people who don't know as much as others teachers help by explaining so everyone knows (Saamiyah and Ferdous)</li> <li>• Some people, like disabled people, need to be treated differently otherwise it is not fair (Tanvir)</li> <li>• They try and help everyone when they can, when someone needs help they help them (Masooma and Safa)</li> </ul>
School Council	<ul style="list-style-type: none"> <li>• Yes (2) kind of (7)</li> <li>• Talk partners – teacher not always sure what children are talking about</li> <li>• Sometimes teachers make mistakes and think a child has done something wrong – sometimes child doesn't get the chance to explain what happened</li> </ul>
Do you think there is anything stopping you learning because of your differences to other children?	
Year 2	<ul style="list-style-type: none"> <li>• No</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• In football club – they call me words</li> <li>• In maths, I sometimes have to help others and then don't get to finish my own work</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• NO</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Not support</li> <li>• Yes because your classmates might say that you are going to fail and it's going to put you down.</li> <li>• No because everyone is treated fairly</li> <li>• Sometimes people don't get the same amount of support</li> <li>• If you have a child that doesn't understand English you might send them out of class with a classmate but other people might think it's not fair</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Yes because when other people brush onto me, especially girls, they say me and my eczema is disgusting and they move away. Because of this, it decreases my confidence</li> </ul>

	<ul style="list-style-type: none"> <li>• Yes because when I work with Sunby or Tanvir they ask many questions and I help with their work and not with mine (Yunus)</li> <li>• No we are learning without no bother</li> <li>• No because if we had a problem we would tell the teacher and the teacher would deal with it (Tara)</li> <li>• Nothing is stopping me from my learning. I'm OK (Lisa)</li> <li>• Yes and no. Yes because I don't play football and people don't choose me. No because everyone plays with me.</li> <li>• Yes because some children need extra help but that isn't their fault (Wasim)</li> <li>• I don't think that school treats groups differently (Naeem)</li> <li>• There is no stopping from anyone learning</li> <li>• No because teachers are there (Rumaysa)</li> <li>• No (5 answers)</li> <li>• Sometimes (Abdullah)</li> <li>• No we are learning with no bother (Saamiyah and Ferdous)</li> <li>• I have not been stopped while learning but some people do because of their differences (Tanvir)</li> <li>• People who sometimes judge you, people who comment on you for getting something wrong, people who spread rumours (Masooma and Safa)</li> </ul>
School Council	<ul style="list-style-type: none"> <li>• No school is 100% 'best' because children are all different</li> <li>• Sometimes find work too easy</li> <li>• When supporting another children – affects ability to do own work</li> <li>• When people aren't thought e.g. sharing resources</li> <li>• Sometimes awkward if only girl or boy in a group</li> <li>• New children are given more fun things to do – not fair e.g. Lego – can be distracting for other children. Teacher could explain why this child is playing with Lego.</li> </ul>
<b>How could the school become better at helping all children?</b>	
Year 2	<ul style="list-style-type: none"> <li>• Raising money for charity or school fund</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Support to make more friends</li> <li>• Focus on children who are new</li> <li>• Let people on the big slide – Year 3 don't get a turn</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Every child has a room like the library with an adult to share concerns – Binu? Belinda</li> <li>• Midday Meals Supervisors – they could listen to us better</li> <li>• If we are hurt we get a plaster</li> <li>• Some people are left out in the playground – somethings to help them in the</li> </ul>

	<p>playground so people aren't lonely. They don't say how they feel</p> <ul style="list-style-type: none"> <li>• KS2 more playground equipment – bikes etc.</li> <li>• There are lots of balls in the playground that hit you – use equipment in the right place</li> <li>• People who need more help in learning – give more help</li> <li>• Every area in playground has balls – have a quieter area to sit and talk – needs better zoning</li> <li>• If you're on a trip, swap football turns so don't miss out.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Not always playing football in PE</li> <li>• Have more fun in lessons</li> <li>• Go different trips not the same</li> <li>• Make everyone included</li> <li>• Once a year, every year group can choose their own trip and it makes everything equal</li> <li>• They could give children with disability extra lessons</li> <li>• All classes get a teaching assistant</li> <li>• Every class should have a TA</li> <li>• We could try to persuade the government to give us more money to get more TAs</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Maybe teachers can teach in different ways so people participate and join in more (Asif)</li> <li>• We could have a day where we mix the classrooms to interact with others and get to know them. We could also have a day called Activity Day (Yunus)</li> <li>• Well ... the school is already very good at helping children (I saw that with my own eyes (Tanvir)</li> <li>• No way because this school is the best! (Tahmid)</li> <li>• By doing nothing (Zayd)</li> <li>• By being less sexist and treating the lower group better</li> <li>• By adding a friend station (Wasilah and Shuhenaz)</li> <li>• By providing stationery before we get into class because some pupils wander around while doing their work (Tara)</li> <li>• It could have more resources that are looked after as we usually don't have enough (Amrita)</li> <li>• They can maybe have different clubs at lunchtime or break time for different children with different problems. It might help them (Lisa)</li> <li>• By helping not fight</li> <li>• The School could be better at helping all children by doing nothing because the school is great the way it is! (Wasim)</li> </ul>

	<ul style="list-style-type: none"> <li>• The teachers don't treat the lower groups equally than the others and usually sexist (Naeem)</li> <li>• No because this school is the best at it</li> <li>• They could let the children work with who they feel most comfortable with (Rumaysa)</li> <li>• By having more stationery supplies so children don't have to wander around (Zara and Janeeta)</li> <li>• Forget about problems and think of everyone as the same – only if they need to be treated differently (Abdullah)</li> <li>• They could go in different groups and ask if the teacher can go over their difficulties (Saamiyah and Ferdous)</li> <li>• I think the school does the best it can to help everyone for example Rahma's room, which for her, as she was disabled (Tanvir)</li> <li>• Listen to all children's problems, be bothered about helping other students out with the problems, always try and help (Masooma and Safa)</li> </ul>
School Council	<ul style="list-style-type: none"> <li>• Mix up classes to different activities – this would help to extend friendship groups</li> </ul>